A

Report

On

In-House Workshop on "Addressing The Special Needs of Slow and Advanced Learners Through Teaching-Learning"

At Departmental Level

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Internal Quality Assurance Cell

MADHAV INSTITUTE OF TECHNOLOGY & SCIENCE

Internal Quality Assurance Cell

MADHAV INSTITUTE OF TECHNOLOGY & SCIENCE

(A Govt. Aided UGC Autonomous & NAAC Accredited Institute Affiliated to RGPV, Bhopal)

Race Course Road, Gola Ka Mandir

Gwalior, M.P. 474005

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MADHAV INSTITUTE OF TECHNOLOGY & SCIENCE, GWALIOR

(A Govt. Aided UGC Autonomous & NAAC Accredited Institute Affiliated to RGPV, Bhopal)

Objectives of the Workshop

- To discuss the status of ongoing efforts to address the special needs of slow and advancedlearners
- To propose solutions/measures to further uplift the learning level of slow and advancedlearners

OUTCOMES OF THE WORKSHOP

- Faculty members shared their views and proposed solutions/measures for improving oflearning levels of students.
- A **continuous monitoring of the students' performance** with **personal follow-up was highlighted for slow learners**.
- **Activity based assignments** can be designed in advanced subjects to fulfil the needs offast learners.
- Students should be given the **task/assignments/mini projects** in such a way that "**a habit of self-learning"** is developed
- A change of mind set of students is needed so that they take all comments or mistakes with a positive attitude and use them for further improvement.
- If a student does not appear in midsem/assignment/quiz then faculty should personally counsel that student and motivate them to complete the activities within due time.
- Guidance sessions related to examinations:
    - Three Guidance sessions related to examinations should be conducted by class coordinator inevery semester.

Attending to any other special needs as per the response/feedback received:

- Feedback from these students will be taken and on the basis of feedback received their problemswill be resolved.

Fast learners & synchronous learners are motivated to help learners with difficulties:

- An activity may be planned for all slow, medium and fast learner
- Assignments should be given in groups of slow, medium and fast learner
- Lab groups also formed with slow, medium and fast learners.

- The faculty will be able to
    - Rethink that the no of social/financial/circumstances problem with the students. More efforts and interaction is needed to provide solutions for improving the status of slow and advanced learners.
    - Understand that to motivate the students to attend the "Additional Classes" is equally important as regular classes.
    - Understand to Implement and plan the activities such as formation of few groups of all type of learners.

  Determine the ways to design interactive strategies such as mini project/task/assignment for all the type of learners as per their abilities.

- Faculty members shared their opinion about key points of workshop and their experiences.
- As per present scenario, Advance learner can be identified by monitoring their attendance and assessment during internal & external exams. Faculty members also suggested other method for the same such as projects performance evaluation, surprise test and viva so that critical thinking and skills of students can be observed.
- Personal interaction with students and oral assessment of them can play a crucial role to identifying slow and fast learner

- On the basis of specific subject of curriculum, students can be classified as slow learner in one subject and fast learners in another subject.
- If faculty provide proper guidance, motivation, counselling and moral support to the students, the number of slow learner can be reduced.
- Remedial / additional classes are meant to encourage slow learners and provide scope for one to one discussion to solve their doubt so that confidence of slow learner can be enhanced.
- Teaching & learning resources constraints are also affect the learning process of the students. Some slow learner students may also suffer the scarcity of the resources.
- Bridge course/classes should be conducted at the starting of the session for those students who are from lateral entry, rural areas or Hindi medium schools.
- Motivate the advanced learners for proving their possible support in teaching & learning of slow learner students.
- Faculty members can incorporate following teaching aids for creating interest in their lecture for slow learner such as animated video, virtualization and simulation tools, use of social media platform, visual teaching aids.
- Faculty should provide separate complex assignment /problems/ activities to stimulate interest of advance learners.

"Summary of In-house Workshop on "Addressing the special needs of slow and advanced learners through teaching- learning"

S.No.	Department	Date(s)	Faculty participants
1	Civil Engineering	18/02/2022	13
2	Mechanical Engineering	17/02/2022	22
3	Electrical Engineering	17/02/2022	20
4	Electronics Engineering	04/-2/2022	16
5	Computer Science and Engineering	10/02/2022	16
6	Information Technology	03/02/2022	15
7	Engineering Mathematics & Computing	02/02/2022	08
8	Architecture	08.09.2021	10
9	Master of Business Administration	11/02/2022	36 Student and 03 Faculty

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CIVIL ENGINEERING DEPARTMENT

Date: 18/02/2022

Report of In-House Workshop on "Addressing special needs of slow & advanced learners through teaching learning"

An In-House workshop on "Addressing special needs of slow & advanced learners through teaching learning" was held for all the faculty members of the department on Friday, 18.02.2022 at 3:30 PM in Seminar Hall of Civil Engg Deptt. The attendance records of this workshop is attached with report.

Objectives of this workshop includes:

1. Implementation of effective teaching learning practices for slow learners.
2. To propose measures for improvement in status of digital learners.

The following points were deliberated in this workshop

1. The method of identification of slow & advanced learners needs to be revised, as it is often found that students who are regularly coming in classes are also not able to perform in the exam and vice versa too.
2. As per digital plan of institute, interactive doubt clearing sessions are held for students, but the response students in general is very poor regarding attending those sessions despite the best efforts of faculty members.
3. In accordance with the digital plan of institute, it is proposed that at the end of every theory class, 10 minutes may be devoted for question/answer session for a group of 3 to 5 students on one to one basis, this will help in identifying as well as improving the status of slow learner.
4. The students are given full attention by faculty members and proper communication is tried to be establish with them through phone/ messages/email etc to address to the needs of students, apart from it mentoring sessions can be planned (possibly after the first mid sem exams is over) in which fast learners can be asked to motivate the slow learners and help them in addressing their needs.
5. Guidance session related to examinations are conducted by class coordinators during the start of semester and also before examination starts. In this regards, controller exams also brief the students. Also in between during the semester if any students have any queries related to exams, it is looked after by the class coordinator and faculty.
6. Students needs are tried to be taken care off as and when required by the faculty/ class coordinator
7. It is proposed that one minute paper writing and course end seminar be conducted in between the semester after first mid sem exam and after second mid sem exam, in this

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interaction with the students should be one to one basis, it will help in assessment of slow, medium & fast learners and also improve the status progressively.

8. It is proposed that mentoring session by the top performers from previous batch of a particular course can be conducted for slow learners of current batch in that course, it will help in improving the status of learners.

The following are outcomes of this workshop:-

1. Improvement in the mode of identification of slow & fast learners needs to be worked out.

2. More one to one interactions for addressing the needs of the digital learners

3. Cross Batches mentoring session from top performers in a particular course can be done to improve the learning the abilities of students.

Submitted the report to Dean Academics for Information and necessary action.

18/07/2022

Dr. M. K. Trivedi
Professor & Head
Civil Engg Deptt

Enclosure:

1. Attendance of the workshop

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CIVIL ENGINEERING DEPARTMENT

In-House Workshop on "Addressing special needs of slow & advanced learners through teaching learning"

Dated: 18.02.2022

Attendance

S. No.	Name of Faculty	Signature
1	Dr. M. K. Trivedi	
2	Dr. S. K. Jain	
3	Prof. Archana Tiwari	
4	Dr. R. Kansal	
5	Prof. A. K. Saxena	
6	Prof. G. Bhadoriya	
7	Prof. Aditya K Agarwal	
8	Prof. Renuka Darshyamkar	
9	Dr. Hemant Shrivastava	
10	Dr. Prachi Singh	
11	Dr. Chayan Gupta	
12	Dr. Jayvant Choudhary	
13	Dr. Abhilash Shukla	
[redacted]	[redacted]	

18/02/2022

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Department of Mechanical Engineering

REPORT

on

In-house workshop on

Addressing the special needs of slow and advanced learners through teaching-learning

17/02/2022

4:00-6:00 PM

Madhav Institute of Technology & Science, Gwalior – 474005

(A Govt. Aided UGC Autonomous & NAAC Accredited Institute Affiliated to RGPV, Bhopal)

Department of Mechanical Engineering

Title: In-house workshop on "Addressing the special needs of slow and advanced learners through teaching-learning"

Date: 17/02/2022; 4:00-6:00 PM

Schedule: The workshop schedule is provided below:

Resource Person	Time
Dr. Manoj Gaur	4:00-4:20 PM
Dr. Pratesh Jayaswal	4:21-4:40 PM
Dr. C. S. Malvi	4:41-5:00 PM
Prof. M. K. Sagar	5:01-5:20 PM
Open Discussion	5:21 PM Onwards

Objectives of the event:

- To discuss the status of ongoing efforts to address the special needs of slow and advanced learners
- To propose solutions/measures to further uplift the learning level of slow and advanced learners

Salient points of discussion/deliberations:

Session 1	Time: 4:00 PM to 4:20 PM	Speaker: Dr. Manoj Kumar Gaur

Dr. M.K. Gaur addressing the issue on slow learner

Dr. Manoj Kumar Gaur has suggested that personal attention and motivation to the students is need of hour. Faculty has to be very attentive from the beginning. A faculty has to be very dynamic in dealing the students.

Session 2	Time: 4:21 PM to 4:40 PM	Speaker: Dr. Chandra Shekhar Malvi

Dr. C.S. Malvi addressing the issue on slow learner

Dr. Chandra Shekhar Malvi told that faculty needs to remove the students' mindset of feeling bad or insulted on identifying their mistakes. Students have to develop a habit of learning new things. A course faculty should separate slow learners and non-learners. Students should be engaged in group activities (a group of slow and fast learners) and learning from peers. Faculty should always insist students to ask questions or at the beginning of the class select some students for asking questions at the end of the class.

Session 3	Time: 4:41 PM to 5:00 PM	Speaker: Dr. Manish Kumar Sagar

Dr. Manish Kumar Sagar has insisted on the strict follow-up process on student's performance. If any student does not appear in midsem/assignment/quiz then faculty should personally counsel that student and motivate him to complete the activities within due time.

Dr. M.K. Sagar addressing the issue on slow learner

Session 4	Time: 5:00 PM onwards	Open discussion

In open discussion, Prof. Vedansh Chaturvedi suggested that a faculty can take care of students better if the batch size is reduced. Prof. Bhupendra Pandey has told that be careful whilefollowing the procedure of separating slow and fast learners. There may be some students who are very good in the subject but their attendance or timely submission of assignment is not there. Dr. Jyoti Vimal discussed that when students enter to the first year, they all are of almost same level of understanding. However, it seems that as the course proceeds some get distracted from learning. Students should be given the task/assignments/mini projects in such a way that "a habit of self-learning" is developed.

- **Photographs/screenshots:**

Outcomes

- Faculty members shared their views and proposed solutions/measures for upliftment ofstudents' learning levels.
- A continuous monitoring of the students' performance with personal follow-up washighlighted for slow learners.
- Activity based assignments can be designed in advanced subjects to fulfill the needs offast learners.

Attendance: A separate sheet is attached as Annexure-1.

Department of Mechanical Engineering

Inhouse Workshop on "Addressing the Special needs of slow & Advanced Learners through Teaching & Learning"

Attendance Sheet

Date: 17/02/2022

S. No.	Name of Faculty	Sign
1	Dr. Pratesh Jayaswal	
2	Dr. Chandra ShekharMalvi	
3	Dr. Manish Kumar Sagar	17/2/22
4	Dr. Manoj Kumar Gaur	
5	Prof. R P Kori	
6	Prof. Vedansh Chaturvedi	
7	Dr. Jyoti Vimal	
8	Prof. Sharad Agrawal	
9	Prof. Vaibhav Shivhare	
10	Dr. Amit Aherwar	
11	Prof. Bhupendra Pandey	
12	Dr. Nitin Upadhayay	
13	Dr. Surendra Kumar Chourasiya	
14	Dr. Harohajan Singh	
15	Dr. Dinesh Rathore	
16	Dr. Gavendra Norkey	
17	Dr. Ashish Agrawal	
18	Prof. Ajay Singh Rajput	
19	Prof. Subash Chand Pal	
20	Prof. Utkarsh Srivastava	
21	Dr. Ravi Kant Ranjan	
22	~~Prof.~~ Neeraj Mishra	

OF TECHNOLOGY & SCIENCE GWALIOR

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A Report of
In-House Workshop
on
"Addressing the Special Needs of Slow and Advanced Learners Through Teaching-Learning"
17 February, 2022

Coordinators

Dr A K Wadhwani
Dr Shishir Dixit
Prof Kuldeep Kumar Swarnkar

DEPARTMENT OF ELECTRICAL ENGINEERING

1. Schedule

- **Date of In-House workshop**: 17th February 2022
- **Time:** From 11.30am onwards
- **Total Faculty Present :** 20
- **Link :** https://meet.google.com/bms-iagg-rod

2. Objective

- To propose solutions/measures for improving the status of learners, such that their learning goals are achieved as per Digital Teaching Action Plan of the Institute.

3. Salient points of discussion/deliberations

The workshop followed by panel discussion has been conducted in the department in which the faculty member shared their efforts along with outcomes on the following points: -

- Interactive doubt clearing classes.
- Needs of slow learners through question/answer model.
- Personalized attention through phone call/whats app/email etc as per the need.
- Guidance sessions related to examinations.
- Attending to any other special needs as per the response/feedback received.
- Fast learners & synchronous learners are motivated to help learners with difficulties

In addition to above the faculty member has also shared uses of modern tools, innovative methodology for teaching-learning process and learner eccentric specific approaches with relevant supporting data.

The report of one faculty member is attached in annexure-1.

- Interactive doubt clearing classes.
    - One slot is available for doubt clearing, more classes are arranged as per the need of the students.
- Needs of slow learners through question/answer model.
    - The identification of the learners according to: Mid Semester Examinations, Quizzes, Assignments, Attendance
    - Solution of Mid Semester Examinations, Quizzes, Assignments
- Personalized attention through phone call/whats app/email etc as per the need:
    - As per need of student (raised by E-Mail/whatssapp/phone etc)

- Guidance sessions related to examinations
    - In Orientation programme
    - Class coordinators counselling sessions, time to time
    - Before the schedule of each exam
    - Old question papers, model answers
- Attending to any other special needs as per the response/feedback received
    - As and when needed by the students.
- Fast learners & synchronous learners are motivated to help learners with difficulties
    - Activity based assignment are given to the student group
    - Discussion on the competitive based conceptual questions
    - Guidance for research paper writing

4. Outcomes

- In the workshop and in panel discussion has shared their efforts and difficulties as well for which the solution has been discussed. In this way, faculty members have become familiar with new ideas, new initiatives and strategies to address the need of slow and advanced learners.

Prof. Kuldeep K. Swarnkar
Coordinator

Dr. Shishir Dixit
Coordinator

Dr A. K. Wadhwani
Coordinator

Dr.Sulochana Wadhwani

Prof. & Head, EE

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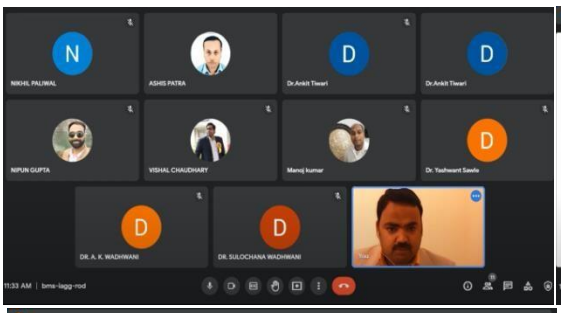
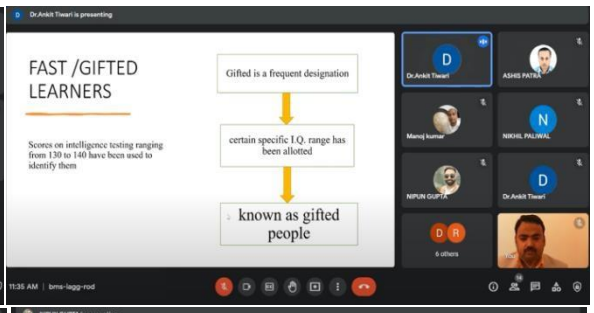
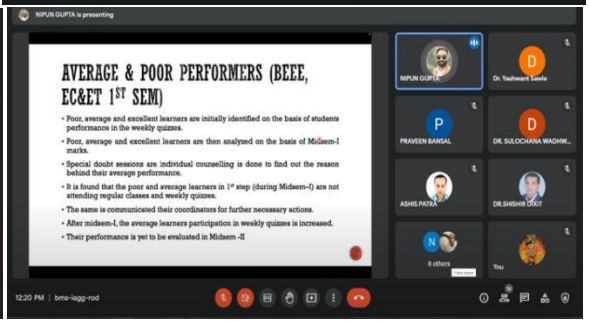
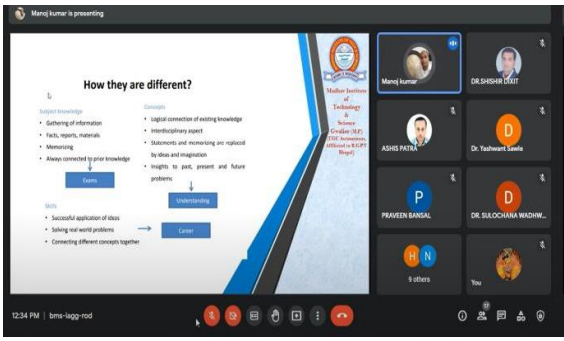
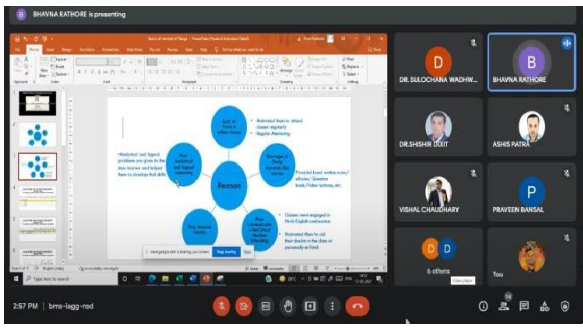
5. Photographs/screenshots (geotagged) & Attendance(with signatures if possible, else screenshot)

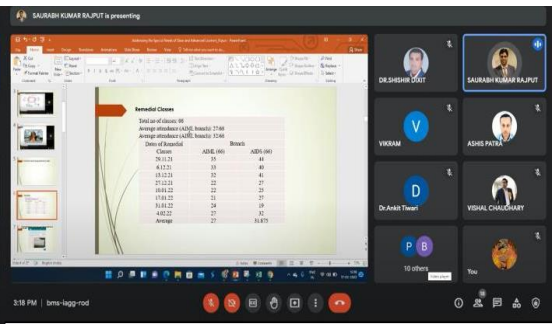


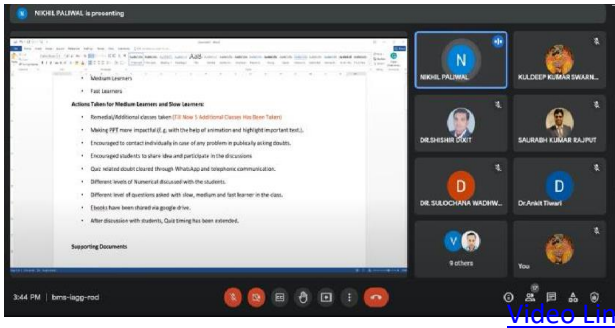


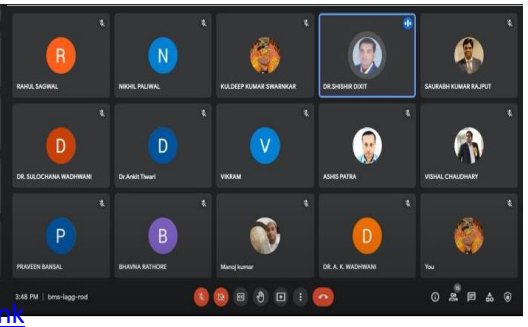












Video Link

Annexure-I

Report

Report of online presentation given by ***Prof. Saurabh Kumar Rajput*** in In-house workshop "*Addressing the Special Needs of Slow and Advanced learners through Teaching-Learning*" organized by department dated 17.02.2022.

1. Interactive doubt clearing classes.
   - Interactive classes are conducted using real time electrical engineering examples. https://www.youtube.com/watch?v=q6LHVVrTb3w&t=457s
   - During online classes, writing pads with colourful pens/ annotations are used to make classes more interactive. The recorded lectures and annotated notes are provided in following link- https://drive.google.com/drive/folders/1iZnCPVHiBkBa1iEAUvMkCzVG8qWOdbhT?usp=sharing
   - Doubt clearing classes are conducted as per provided Remedial class time table. The data summery of conducted remedial classes are as follows:

Total no of remedial classes conducted (from Non 2021 to Jan 2022): 08		
Average attendance (AIML branch): 27/68		
Average attendance (AIDS branch): 32/68		
Dates of Remedial Classes	**Branch**	
	AIML (66)	**AIDS (66)**
29.11.2021	35	44
06.12.2021	33	40
13.12.2021	32	41
27.12.2021	22	27
10.01.2022	22	25
17.01.2022	21	27
31.01.2022	24	19
04.02.2022	27	32
Average	27	31.875

2. Needs of slow learners through question/answer model.
   - Slow learners are identified as per the criteria provided by Dean (Academics).
   - Extra/ Remedial classes are conducted for slow learners, for which the summarized data is as follows-

No of slow learner students	**Dates of remedial classes conducted for slow learners**
B.Tech/ AI&ML/ First Sem/ BEEE: 03	29.11.2021 06.12.2021 13.12.2021
B.Tech/ AI&DS/ First Sem/ BEEE: 02	27.12.2021 10.01.2022 17.01.2022 31.01.2022 04.02.2022

   - In first year first semester, some late admission students are not able to perform well and they are counted as slow learners. Actually they are not slow learners but they need extra time to cover the syllabus. Time to time extra classes are conducted for these students also.

- Hand written simple language notes in the form of question & answers are providedto slow learners. Sample notes are provided in google drive- https://drive.google.com/file/d/1jGUxV3gjbxZNu-Wit-xQQkioqNPYQ0VL/view?usp=sharing

3. Personalized attention through phone call/whatsapp/email etc. as per the need.
   - Students are free to ask question through phone calls/ whatsapp/ email etc. Amongall these platforms, Whatsapp is the first choice of students for discussions. Few snapshots of whatsapp discussion with students are given in google drive- https://drive.google.com/drive/folders/16Yu9PPjtWu3ZM9yhPfsSBC7yYQkCt8fM?usp=sharing
4. Guidance sessions related to examinations.
   - Guidance related to examinations are covered during the followings-
   - Induction program.
   - One day before the commencement of Mid sem-1/ Mid sem-2/ Mid sem-3 exams.
   - Instructions are also provided on Moodle. http://moodle.mitsgwalior.in/course/view.php?id=487
   - Previous year question papers are provided through google drive. https://drive.google.com/drive/folders/1_nILCp9tf_94eXJYN6zcftNF6rNvmdSo?usp=sharing
   - Important question bank along with answers in simple language is also provided tothe students. The sample is provided in google drive- https://drive.google.com/file/d/1jGUxV3gjbxZNu-Wit-xQQkioqNPYQ0VL/view?usp=sharing
5. Attending to any other special needs as per the response/feedback received.
   - Feedback is collected by the students during Mid sem-1 & Mid sem-2 examinations.The suggestions given by the students are discussed by HoD and then an ATR isprepared by Prof. Rahul sagwal (sir). The required action is also implemented. **https://docs.google.com/document/d/1_Dv4ZgZz-NUwAW0jrr3Wt6vAlZXK_egu/edit?usp=sharing&ouid=112023514995290540585&rtpof=true&sd=true**
   - Feedback is also collected after conduction of first 4/5 classes, so that necessary action can be taken at the start of the course. **https://drive.google.com/file/d/1xdCtpuwhFdv_-y2iaOoY232NzgrUmY2d/view?usp=sharing**
6. Fast learners & synchronous learners are motivated to help learners with difficulties.
   - Fast and synchronous learners are motivated through following activities-
   - **Presentation in groups**: Group must have fast & slow learners both, so that peer-to-peer learning can also be implemented. **https://drive.google.com/file/d/19Z_vZZe7b3_0IMk00cWATNMSRWmuzaMU/view?usp=sharing**
   - **Submission of min projects in groups:** Group must have fast & slow learners both,so that peer-to-peer learning can also be implemented. **https://drive.google.com/file/d/1Owju85VnU20W6iUc7wm890bFOx03bjCa/view?us**

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DEPARTMENT OF ELECTRONICS ENGINEERING

In-House workshop on "Addressing the special needs of slow and advanced learners through teaching-learning"

Title of Workshop : Addressing the special needs of slow and advanced learners through teaching-learning

Date of activity : 04 February 2022

Resource Persons : All internal faculty members of department

Mode of conduction : Online through Google meet platform

Objective of the workshop: The objective of this in-house workshop was to propose solutions for improving the status of slow and advanced learners. Following topics were discussed during the workshop

- Interactive doubt clearing classes
- Needs of slow learners through question/answer model
- Personalized attention through phone call/whats app/email etc as per the need
- Guidance sessions related to examinations
- Attending to any other special needs as per the response/feedback received
- Fast learners & synchronous learners are motivated to help learners with difficulties

Present Status:

- Weekly remedial classes are being conducted.
- Interaction sessions are conducted by the class coordinator.
- Question banks are provided to students.
- Study material is also provided to students.

Salient Points of discussion:

Proposed ways to implement the above 6 points

Interactive doubt clearing classes:

- Remedial class may be conducted fortnightly to increase the students attendance.
- Assignment questions may be solved in remedial class.

Needs of slow learners through question/answer model:

- Application based questions and their solutions may be given in assignment.
- Oral viva may be taken from time to time.
- Set of questions may be given to slow learner students and solutions of these questions will be discussed in interactive doubt clearing classes.

Personalized attention through phone call/whats app/email etc as per the need:

- After every 15 days attendance should be compiled by class coordinator then attendance should be sent to every student by Email.
- Subject teachers should contact individually to slow learner students via phone calls and WhatsApp etc. and motivate them to submit assignment, quizzes.
- Class coordinators and Subject teachers motivate these students after compilation of I Mid sem Marks.

Guidance sessions related to examinations:

- Three Guidance sessions related to examinations should be conducted by class coordinator in every semester.

Attending to any other special needs as per the response/feedback received:

- Feedback from these students will be taken and on the basis of feedback received their problems will be resolved.

Fast learners & synchronous learners are motivated to help learners with difficulties:

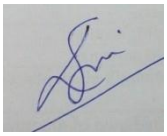
- An activity may be planned for all slow, medium and fast learner
- Assignments should be given in groups of slow, medium and fast learner
- Lab groups also formed with slow, medium and fast learners.

Outcomes:

- Faculty has proposed effective ways for the improvement of slow learner students.
- The proposed ways will be implemented for improvement of slow learner students.

Number of participants:16

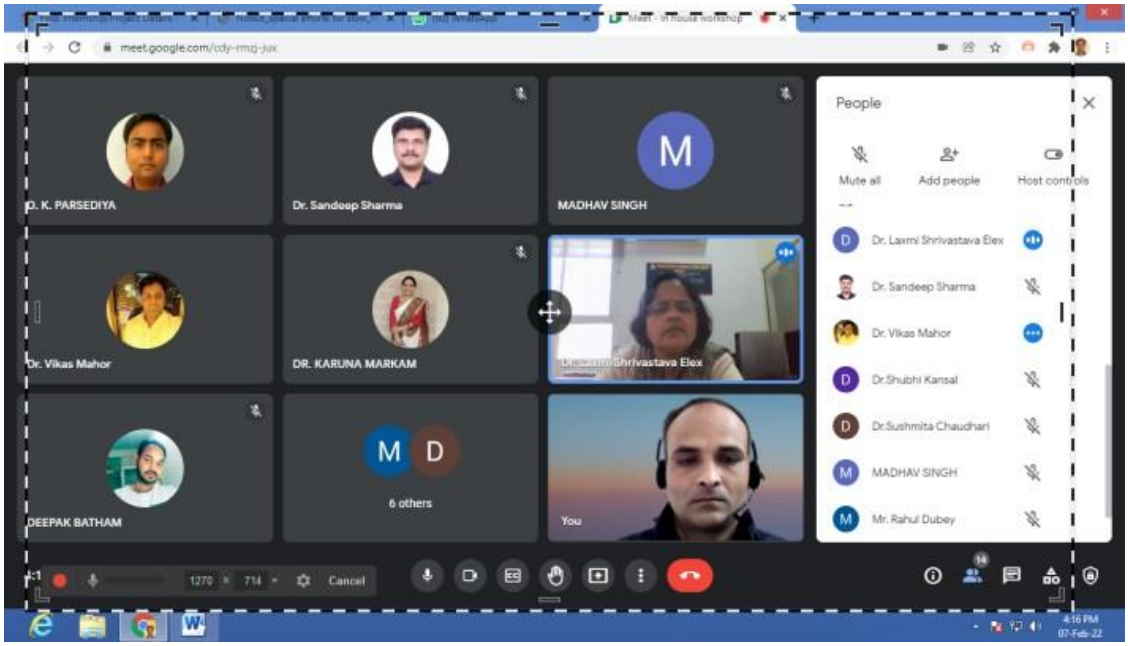
Google meet Link:
https://meet.google.com/cdy-rmzj-jux

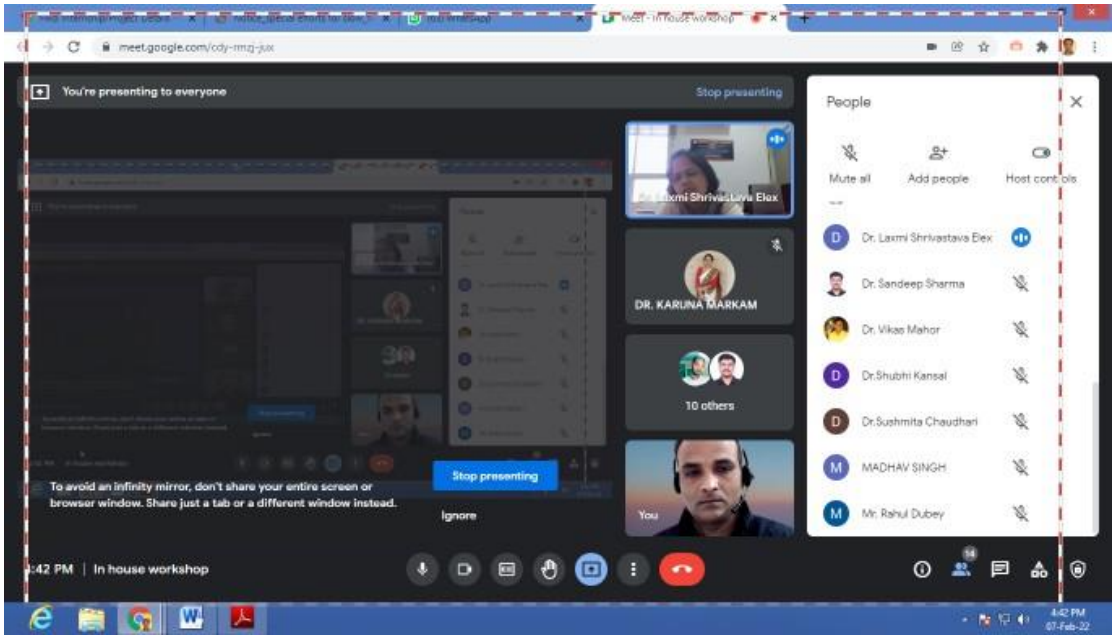


Dr. R. P. Narwaria
Coordinator

Dr. Laxmi Shrivastava
HoD

Some Glimpses





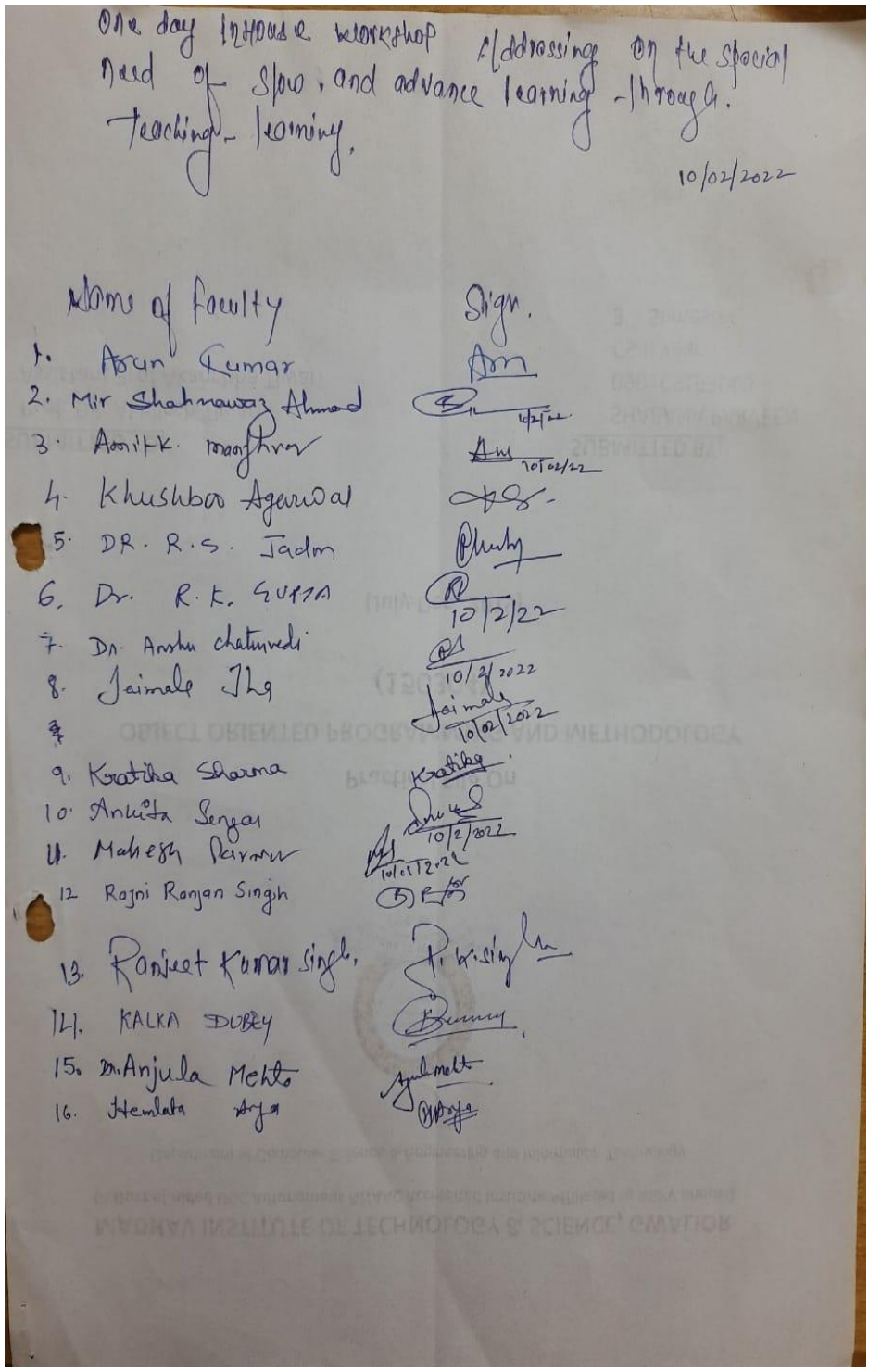
Date: 17/02/2022

Report on In-House workshop on "Addressing the Special Needs of Slow and Advanced Learners through Teaching-Learning"

Title of the activity:	Addressing the Special Needs of Slow and Advanced Learners through Teaching-Learning
Date of activity:	10/02/2022
Schedule	5:00 PM to 6:00 PM
Resource Person:	1. Dr. Manish Dixit, Professor and Head 2. All faculty of the CSE department were involved in the discussion (In-House workshop)
Objectives of the Event:	• To explore the solutions/measures for improving the status of slow and advanced learners, such that their learning goals are achieved. • To generate realistic and workable ideas to motivate slow and medium learners to attend "Additional Classes". • To plan, implement and document the special/separate measures taken for improvement of both slow and advanced learners. • To design interactive strategies such as mini project/task/assignment for slow/medium/fast learners to address their needs.
Salient points of discussion/deliberations	As per the Digital Teaching Action Plan of the institute following measures were already taken (Some suggestions for making them effective may be incorporated): 1. **Interactive doubt clearing classes –**It is found that few students are not active in the classes. It is discussed to motivate the students to be interactive while attending the classes. Moreover, Realistic and live example during the classes also improves the attention of those students who are less interactive. To promote the Competitive environment (floating of one question quiz during class) in the classes are also another solution to increase the number of students in the classes. It will also improve the energy level of students to solve a given problem, quizzes and assignment

	2. **Needs of slow learners through question/answer model -** Discussed all the possible solution for addressing the special needs of slow and advanced learners by the faculty members of CSE departments. The proper management of time for handling the need of all types of learners. The questions are provided through question bank. Also the questions are asked in class so as to identify their problem. Remedial Additional classes (01 per week of 30 minute1 hour) are conducted to address their needs. However, less students are coming forward to ask their doubts (if any). It is discussed that slow learners are to be motivated to attend remedial class through personal messages/Call. 3. **Personalized attention through phone call/whatsapp/email etc as per the need –** Personal phone calls/Messages are done to students, those who either are not attending the class or are not responding during the interactive session. WhatApp groups are also formed for each semester for both the slow and fast learners (all students). However, separate groups may not be formed to avoid the discrimination among them. It has been seen that some of the students hesitate while asking the question in the classes. So create a positive environment in the class and to overcome the hesitation of the students teachers behaviours towards such students are required to be more familiar. Furthermore, each faculty can personally approach to these students and try to build the confidence. 4. **Guidance sessions related to examinations-** Students are guided with respect to examination during the class and also during remedial classes. Class coordinators are also engaged to provide guidance related to exam issues. This is already executed in the department. 5. **Attending to any other special needs as per the response/feedback received –** It is observed that every student potential is different from each other so need to understand the actual problem of students by having a healthy discussion with them. Changes in the teaching methodology, and emphasized on points suggested through feedbacks may be given more attention. 6. **Fast learners & synchronous learners are motivated to help learners with difficulties –** The group of Fast learners and few slow learners may be formed (without knowing the purpose of group) for constructive/academic/organising activities. The presence of fast learners in the group will help the slow and medium learners to achieve their goals which may be monitored by respective class faculty. Assignments are provided in a joint group having all the three learners **(**slow, medium and fast learners), so that slow could take help from fast and synchronous learners.

Photographs	
Other points, if any	• Faculty is asked to increase the efforts to achieve the desired results for Slow and Advanced Learners through Teaching-Learning methodologies and interaction. Faculty must do some innovative practical methods and apply the same to get the desired outcomes.
Outcome of the workshop:	Faculty is able to: • Rethink that the no of social/financial/circumstances problem with the students. More efforts and interaction is needed to provide solutions for improving the status of slow and advanced learners. • Understand that to motivate the students to attend the "Additional Classes" is equally important as regular classes. • Understand to Implement and plan the activities such as formation of few groups of all type of learners. • Determine the ways to design interactive strategies such as mini project/task/assignment for all the type of learners as per their abilities.

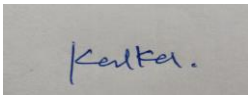
Attendance (with signatures)	

One day inhouse workshop addressing on the special need of slow, and advance learning through teaching-learning.

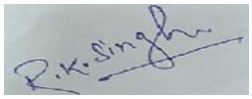
10/02/2022

Name of faculty	Sign.
1. Arun Kumar	
2. Mir Shahnawaz Ahmad	10/2/22
3. Amit K. Manjhvar	10/02/22
4. Khushboo Agarwal	
5. DR. R.S. Jadon	
6. Dr. R.K. GUPTA	10/2/22
7. Dr. Anshu Chaturvedi	10/2/2022
8. Jaimala Jha	10/02/2022
9. Kratika Sharma	Kratika
10. Ankita Sengar	10/2/2022
11. Mahesh Parmar	10/02/2022
12. Rajni Ranjan Singh	
13. Ranjeet Kumar Singh	R.K. Singh
14. KALKA DUBEY	
15. Dr. Anjula Mehto	
16. Hemlata Arya	

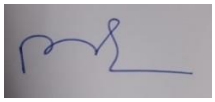
(Dr. Anjula Mehto)
Workshop Coordinator



(Dr. Kalka Dubey)
Workshop Coordinator



(Dr. Ranjeet Kumar Singh)
Workshop Coordinator



(Dr. Manish Dixit)
Professor & Head

MADHAV INSTITUTE OF TECHNOLOGY AND SCIENCE, GWALIOR

(A Govt. Aided UGC Autonomous & NAAC Accredited Institute Affiliated to RGPV, Bhopal)

Department of Information Technology

Date: 14/02/2022

Report of In-house Workshop on "Addressing the special needs of slow and advanced learners through teaching- learning"

An In-house workshop on "Addressing the special needs of slow and advanced learners through teaching- learning" was conducted on 03/02/2022 (4:15 PM- 6:00 PM) at IBM lab. This workshop is coordinated by following faculty members and 15 faculty members were present during workshop:

1. Dr. Sanjiv Sharma
2. Dr. Saumil Maheshwari
3. Dr. Tej Singh
4. Prof. Namrata Agrawal

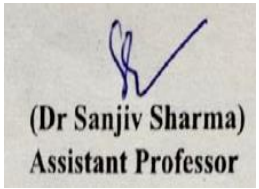
Objectives of workshop:

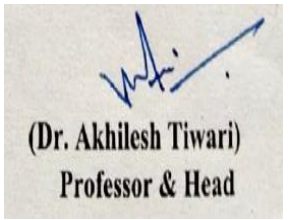
- To boost up the confidence of slow learner students and to realize their weakness.
- To enhance the skills in respect of learning process
- To remove the scare about study.
- To make the equal level of slow learner and advance learner.
- To motivate for an innovative and creative mindset.
- To organize the workshop/seminar/guidance program for slow learner.

Following outcomes were discussed during workshop.

1. Faculty members shared their opinion about key points of workshop and their experiences.
2. As per present scenario, Advance learner can be identified by monitoring their attendance and assessment during internal & external exams. Faculty members also suggeste other method for the same such as projects performance evaluation, surprise test and viva so that critical thinking and skills of students can be observed.
3. Personal interaction with students and oral assessment of themcan be play crucial role to identifying slow and fast learner
4. On the basis of specific subject of curriculum, students can be classified as slow learner in one subject and fast learners in another subject.
5. If faculty provide proper guidance, motivation, counselling and moral support to the students, the number of slow learner can be reduced.
6. Remedial / additional classes are meant to encourage slow learners and provide scope for one to one discussion to solve their doubt so that confidence of slow learner ca be enhanced.

7. Teaching & learning resources constraints are also affect the learning process of the students. Some slow learner students may also suffer the scarcity of the resources.
8. Bridge course/classes should be conducted at the starting of the session for those students who are from lateral entry, rural areas orHindi medium schools.
9. Motivate the advance learners for proving their possible support in teaching & learning of slow learner students.
10. Faculty members can incorporate following teaching aids for creating interest in their lecture for slow learner such as animated video, virtualization and simulation tool ,use of social media platform, visual teaching aids.
11. Faculty should provide separate complex assignment /problems/ activities to stimulate interest of advance learners.





Enclosure:

1. Brochure
2. Pre-work
3. Attendance of participants
4. Details of deliberation/ presentation during workshop
5. Feedback of workshop
6. Glimpses
7. Status of additional classes conducted for slow and medium learner
8. Additional Measures Proposed

Encl no.1

MADHAV INSTITUTE OF TECHNOLOGY & SCIENCE, GWALIOR - 474005
(A Govt. Aided UGC Autonomous & NAAC Accredited Institute Affiliated to RGPV, Bhopal)
DEPARTMENT OF INFORMATION TECHNOLOGY
Key Points:
1. Identification of Advanced Learner
2. Identification of Slow Learner
3. Special needs for Advanced Learner
4. Special needs for Slow Learner
5. Policy Guidelines for Advanced learners
6. Policy Guidelines for Slow Learners
7 . Remedial Classes
8. Bridge Classes
9. Personal Counselling
Addressing the special needs of slow and advanced learners through teaching-learning
DATE: 03/02/2022
TIME: 4:15 PM
VENUE: IBM LAB
COORDINATORS :
DR. SANJIV SHARMA
DR. SAUMIL MAHESHWARI
DR. TEJ SINGH
PROF. NAMRATA AGRAWAL

Encl no. 2

Pre-work and Departmental status of 6 points proposed in digital plan of institute

Email Address	Name	How to identify slow and advance learner?	What is the significance of remedial and bridge classes in teaching & learning?	Please provide status of implementation of Interactive doubt clearing classes by you (please provide details):	Identifications of any needs of slow learners or advance learner through question/answer mode by you? (please provide details)	Personalized attention through phone call/whats app/email etc as per the need of slow learner received from you? (please provide details)	Guidance sessions related to examinations conducted by you (please provide details)	Any Fast learners & synchronous learners are motivated by you (please provide details)
dhananjay@mitsgwalior.in	Dr Dhananjay Bisen	On the basis of students attendance, Quiz and assignment attempted till now.	Remedial classes only for those students who have doubts in particular subject. The main significances are like teacher can clear subject doubt and also revise some topics of subject on student demand.	I have conducted classes for doubt clearing in which we have given examples (real world examples) for better understanding to topics.	We should take oral viva (one to one) to identify slow learners or advance learner.	most of the time, I have communicated with slow learner during class.	I conducted guidance session related to Mid semester examination and quiz.	During class, I have identified some students (fast learner) through putting some conceptual questions and that time I motivated them to improve skills on subject.
pawand@mitsgwalior.in	Dr. Pawan Dubey	Number of Attendees in the class(as is being carried out)	Remedial and bridge classes are useful for weaker students.	cleared doubts and motivated the students to push them to involve more in programming	If the attendance is less the 10 percent the weak learner, which apparently shows students might have lost interest in the class, slow learner else the student is fast learner.	Both means were employed.	in each remedial class (if required)	Yes
abhilashsonkerit@mitsgwalior.in	Abhilash Sonker	Performance of student in class.	To improve weak student.	-	Quizzes, presentation etc.	-	-	-
namrataagrawal@mitsgwalior.in	Namrata Agrawal	students who are inactive in classes and got less marks in midsem are slow leaners .Students who are active and regular in classes are advance learners.	It helps slow learners and irregular students in learning.	1 class in a week	Communication issues Internet problem	-	Yes, and provide information in class for quiz and assignment	-

saumil@mitsgwalior.in	Dr.Saumil Maheshwari	The slow learners will be those students who are not attending any online classes or attending less than 10% of classes, and not submitting assignments/quizzes or submitting/appearing for less than 10 % of assigned/conducted.	Personally help to students for difficult topic.	Once a week	They may fail in exams or will score only poor grades.	yes, through whatsapp	Before the exam and doubt clearing after the exam	May be Yes.
vikramraj@mitsgwalior.in	Dr. Vikram Rajpoot	Attendance and performance of Quiz & Assignment	Very significant in clearing the doubt of slow learner as well as other students.	Clearing students in remedial class by one to one communication.	NO	YES	YES	YES
abhishekdixit@mitsgwalior.in	Abhishek Dixit	The slow learners will be those students who are not attending any online classes or attending less than 10% of classes, and not submitting assignments/quizzes or submitting/appearing for less than 10 % of assigned/conducted. The fast digital learners will be those students who are attending almost all classes (2-3 per week per course), quizzes etc. and submitting assignments regularly.	Personally help to students for difficult topic. Some topics are explained with practical so that it make easy to understand.	Yes, conducted on weekly basis.	Short feedback times. Dont make students compete.	Whats app and meet	yes, before the exam and also discussion over weekly quizzes and assignments.	I think Yes.
vishwas1058@mitsgwalior.in	Vishwas Srivastava	By monitoring their class and quiz activity	It can be very useful for week students to understand the concept in revesion class	Yes, once a week.	Give more hands on assignments Use shorter tests.	Whatsapp and email	Yes, and provide information in class for quiz and assignment	Fast learners are good enough to deal with the situation/circumstances but slow learners are motivated on regular basis.
vikassejwar@mitsgwalior.in	Vikassejwar	based on Attendance, performance in class, Assignment submission on timely	improvement of slow learner students	remedial class	Attendance, performance in class, Assignment submission on timely	all	no	Yes

rajeevkumar@mitsgwalior.in	Rajeev Kumar Singh	Student who do not attend the class	To fill the gap in knowledge	Student can interact any time	No	No	No	No
dhananjay@mitsgwalior.in	Dr. Dhananjay Bisen	On the basis students attendance, quiz and assignment.	Using these classes we try to clear doubts of slow leaners.	Time to time we are taking weekly doubt clearing class in which approximate 10-15 students joined classes. in this classes, I had discussed only previous topics on the basis of student demand.	During class, I ask some basic question to students related to previously discussed topics. On this basis, I observed that more attention is required to slow learns in terms of students communication and their basic understanding in subject.	I conducted only remedial classes.	Yes	Yes, Junaid khan, Naman Panjre (0901IO211034) (IT-IoT branch) , I observed in class they are good in subject "Introduction to IoT", always discussed many topics related to IoT through call and what app. During discussion, I have motivated many time and gave guidance about "how you can get more knowledge of subject and its importance in companies.
bhagat@mitsgwalior.in	Dr bhagat Singh Raghuwanshi	I observed slow and advance learner on the basis of student attendance, quiz and assignment performance.	Cleaning Doubts of slow learners	We are taking weekly remedial class of slow learners.	I observed we should more focus on slow learners in case of subject knowledge.	I scheduled remedial class and doubts class time to time.	Yes	Yes I have motivated during the class.
nehabhardwaj@mitsgwalior.in	Neha Bhardwaj	Identify on the basis of their attendance, attentiveness, quizzes, assignments...	These classes are needed to fulfil the gap between slow and advance learner	taken meetings and try to motivate students so that they can speak up their issues of poor learning	Students reply: Communication issues Internet problem Hesitation Beyond understanding	Through Whatsapp	Yes, a meeting with IT -3rd semester was conducted to familiarize them with exam conduction. and also conveyed them not to repeat mistakes. Give some tips for calmly attempting the question paper	I have tried but results cannot be fast.
pkjohari@mitsgwalior.in	Punit Kumar Johari	Constantly those students whos are degrade their performance in Mid Semester examination and not properly submitted their assignment regularly.	Those students are perform not well in their continuous evaluation are comes under the category of remedial classes. Those students who has joined in late session (i.e. Lateral	As per the provision of extra classes and remedial class the same is being conducted.	Yes, through surprise tests, include few Complex questions in assignments, float extra mini projects related to the subjects for those who are willing to solve.	Yes, so many times the students are ask solution after quiz and when stuck in solution of the assignment.	Yes through regular meeting and through orientation programs.	Yes, motivated for Higher studies etc. provide recommendation for the same etc.

			Entry students, late admission, N-batch(due to revaluation results), CGPA improvements students etc.) comes under the category of bridge classes.					
dr.sanjiv@mitsgwalior.in	Sanjiv Sharma	1. Identification of advanced learnersThe advanced learner refers to the students who can engage learning activities faster than the other students in the class and achieve high scores.Advanced learner are more potential with their comprehension, retention, memory, critical thinking, creativity and contextualization practices. They also may have hard working behaviors and usually achieve more than the majority of the classmates. These students are in a great extend gifted and talented than the others in the class. 2. Identification of slow learnersThe slow learners are always the poor achievers and lag behind with the academic life.They may fail in exams or will score only poor grades. They will find it difficult to understand the lessons and may have difficulties in their comprehension, retention, reproduction	Nurture the knowladgeof of slow learner students for Academically growth	Yes, once a week.	Effective offline classes conduction &industy oriented syllabus design for employablity enhancement	Yes	Yes for NPTEL and end term exam during additional classes	Yes, provided provision for intership through Infosys

		and integration.						
tejs@mitsgwalior.in	Dr Tej Singh	1. Identification of advanced learners The advanced learner refers to the students who can engage learning activities faster than the other students in the class and achieve high scores. Advanced learner are more potential with their comprehension, retention, memory, critical thinking, creativity and contextualization practices. They also may have hard working behaviors and usually achieve more than the majority of the classmates. These students are in a great extend gifted and talented than the others in the class. 2. Identification of slow learners The slow learners are always the poor achievers and lag behind with the academic life. They may fail in exams or will score only poor grades. They will find it difficult to understand the lessons and may have difficulties in their comprehension, retention, reproduction and integration.	Separate classes are conducted for them and fast learner students are also welcome in this class. Personally help to students for difficult topic. Easy class test are conducted to motivate the slow learner. Some topics are explained with practical so that it make easy to understand. Some topic start from basic concept. Teacher give hint related to topic to remember	NA	The slow learners are always the poor achievers and lag behind with the academic life. They may fail in exams or will score only poor grades. They will find it difficult to understand the lessons and may have difficulties in their comprehension, retention, reproduction and integration.	NA	NA	NA

Encl No 3:

MADHAV INSTITUTE OF TECHNOLOGY AND SCIENCE, GWALIOR

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Department of Information Technology

Attendance sheet for the In-house Workshop on

"Addressing the special needs of slow and advanced learners through teaching-learning "

Date: 03/02/2022

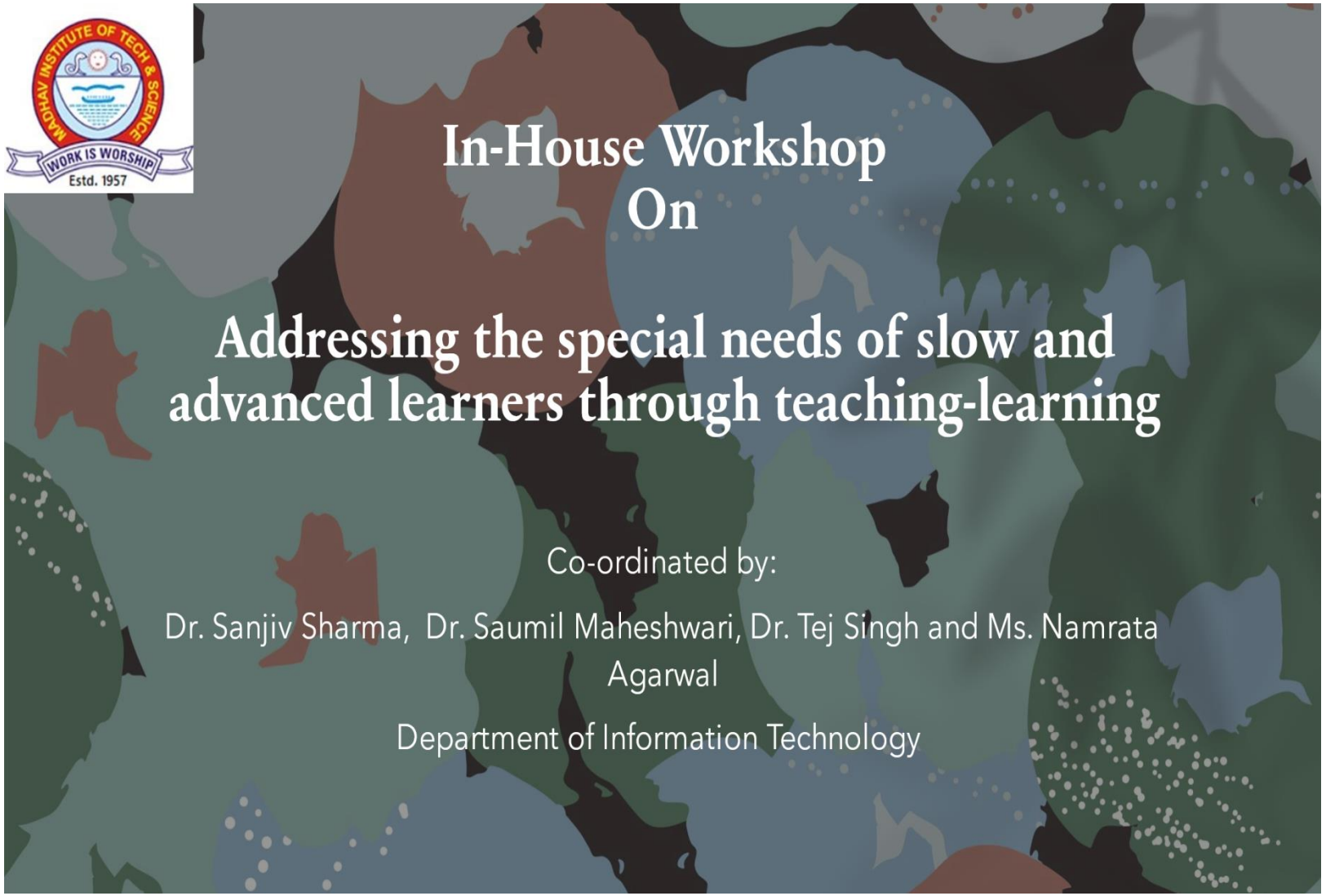
S.No.	Faculty Name	Signature	Remark
1.	Dr. Sanjiv Sharma	3/2/22	
2.	Prof. Punit Kumar Johari	03/02/2022	
3.	Prof. Vikas Sejwar		
4.	Prof. Abhilash Sonker	← Absent →	
5.	Prof. Rajeev K. Singh		
6.	Prof. Neha Bhardwaj		
7.	Dr. Saumil Maheshwari		
8.	Dr. Vikram Rajpoot		
9.	Dr. Dhananjay Bisen	03/02/22	
10.	Dr. Tej Singh	03/02/22	
11.	Dr. Pawan Dudey	03/02/22	
12.	Prof. Abhishek Dixit	03/02/2022	
13.	Dr. Bhagat S. Raghuwansi	3/2/2022	
14.	Prof. Namrata Agrawal	3/2/22	
15.	Prof. Vishwas Srivastava	03/02/2022	

(Dr. Akhilesh Tiwari)
HoD , IT

Submitted to Dean Academics for kind Information and needful.

Dean Academics

Encl no. 4.


MADHAV INSTITUTE OF TECH & SCIENCE
WORK IS WORSHIP
Estd. 1957
In-House Workshop
On
Addressing the special needs of slow and advanced learners through teaching-learning
Co-ordinated by:
Dr. Sanjiv Sharma, Dr. Saumil Maheshwari, Dr. Tej Singh and Ms. Namrata Agarwal
Department of Information Technology

Identification of advanced learners

The advanced learner refers to the students who can engage learning activities faster than the other students in the class and achieve high scores.

Advanced learner are more potential with their comprehension, retention, memory, critical thinking, creativity and contextualization practices.

They also may have hard working behaviors, great extend gifted and talented than the others thus usually achieve more than many of the classmates.

The fast/advanced digital learners will be those students who are attending almost all classes (23 per week per course), quizzes etc. and submitting assignments regularly.

Identification of slow learners

The slow learners are always the poor achievers and lag behind with the academic life.

Prone to be immature in interpersonal relationships

Have difficulties following multi-step directions

Do not develop long term goals and tend to live in the present only

Following key points are considered to identify the slow learner.

- By asking the oral question in the class room.
- Mark obtained in the class unit test.
- To check their home assignment.
- As per previous university/Board result.

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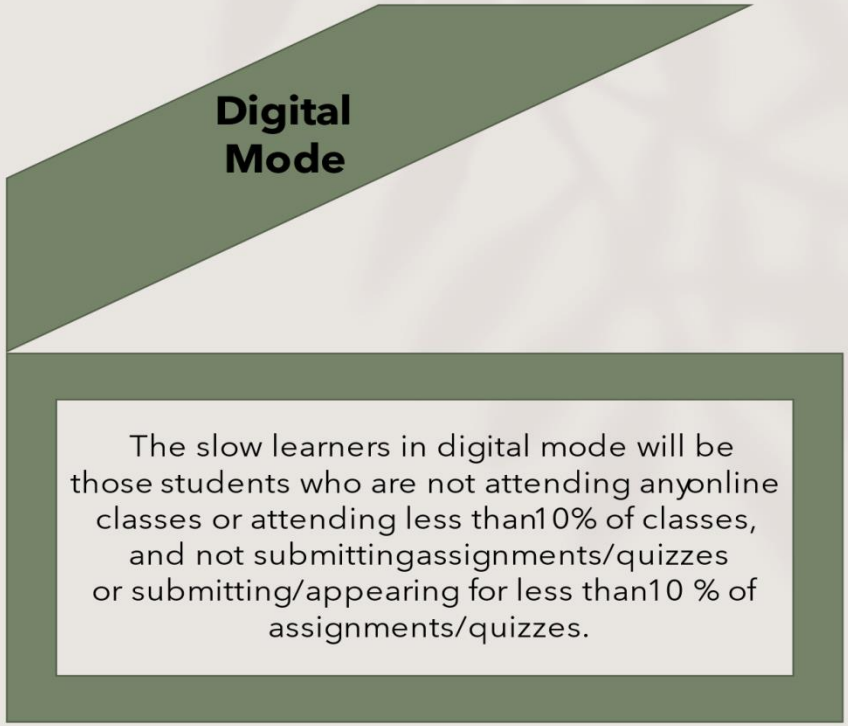

Digital Mode
The slow learners in digital mode will be those students who are not attending anyonline classes or attending less than10% of classes, and not submittingassignments/quizzes or submitting/appearing for less than10 % of assignments/quizzes.

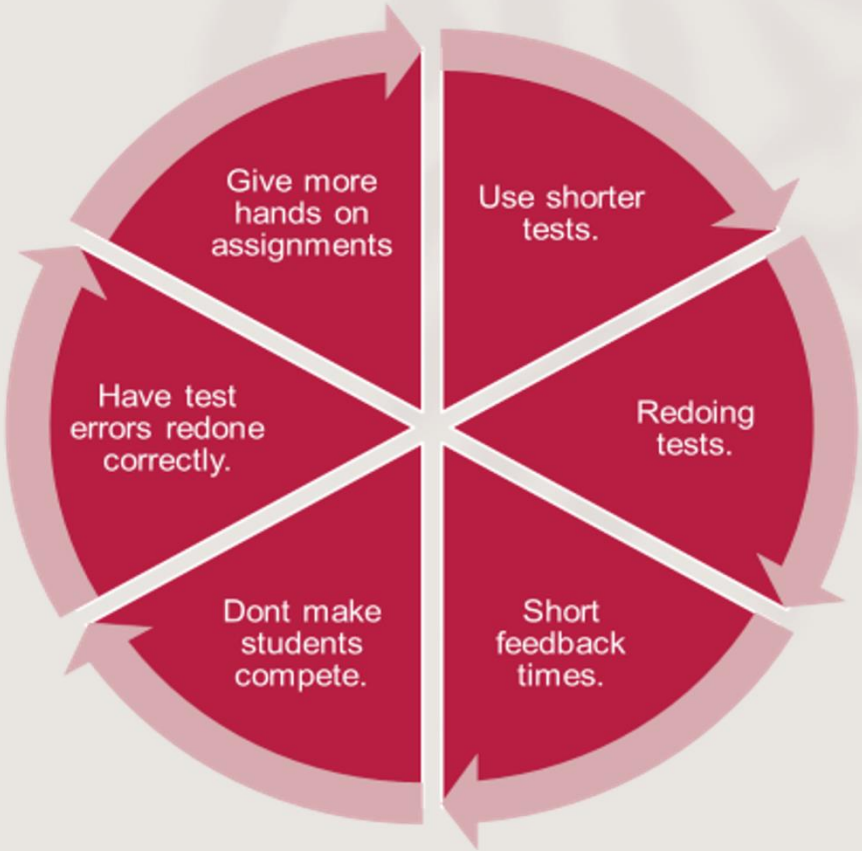
Special needs of advanced learners

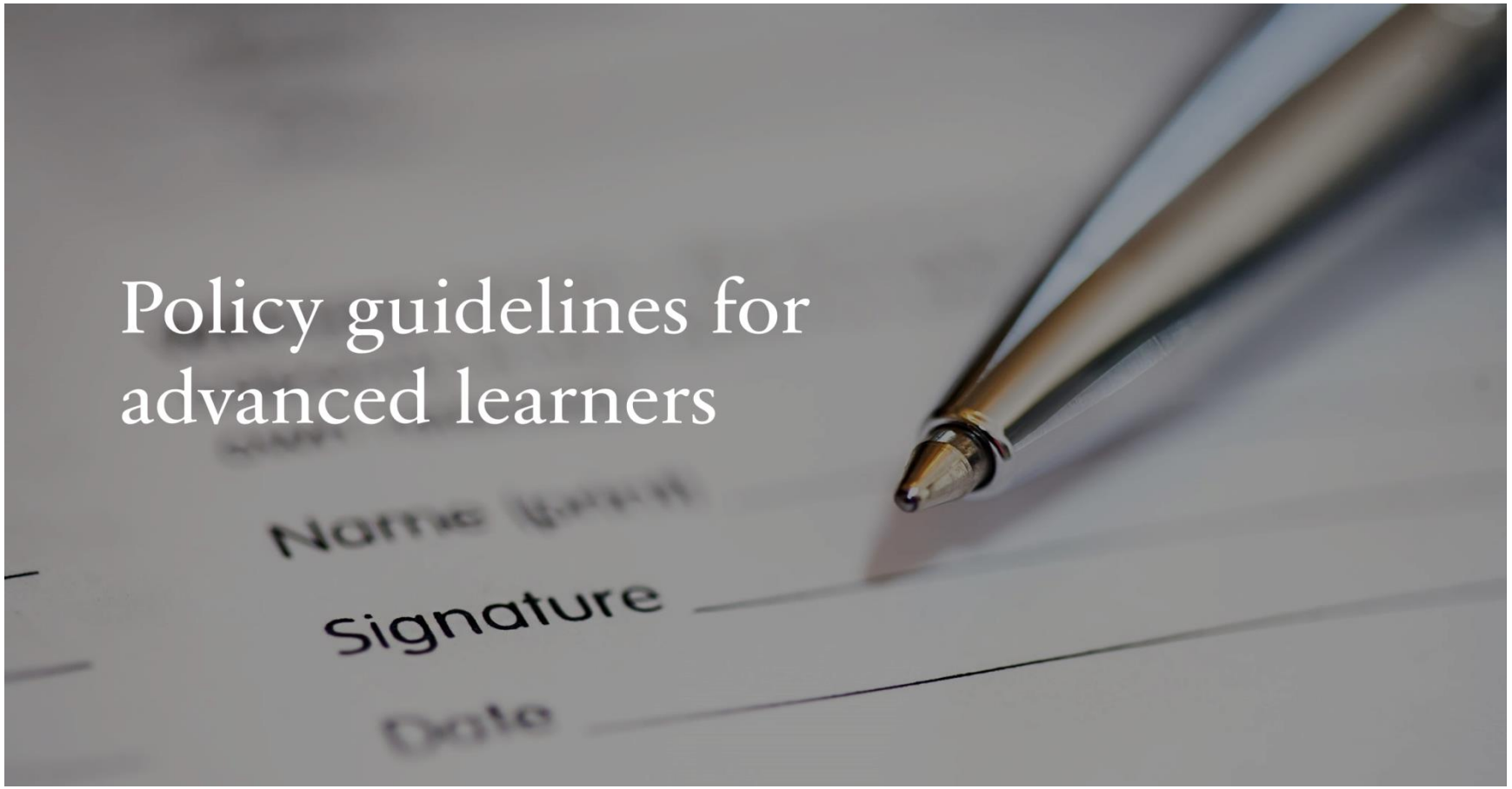
- Support system for Advanced learners
- Encouragement to identify and utilize the web learning resources
- Motivation to participate in interactive activities like debates, group discussion on and out of the syllabi contents and participation in various cultural, extra-curricular and research competitions in and out of the college.
- To provide need-based facility in departments and library to advanced learners.
- Arrangement of Guest lectures.
- Meritorious students can be felicitated with cash prizes and certificates.

Special needs of slow learners

- Remedial Course for slow learners, absentees and students involved in sports activities.
- Helps slow learners to improve subject knowledge with the result of catching up with their peers.
- Group formation of Slow learners and activities there by under the monitoring by advanced Learners
- Bridge Course for first year students and lateral entry students
- Orientation and Induction Programme at College and departmental level for freshers
- Provision of simple and easy notes and course material.
- Teacher Guardian Schemes/ Mentor Mentee
- Arrangement of Guest lectures

Cont…


Give more hands on assignments
Use shorter tests.
Have test errors redone correctly.
Redoing tests.
Dont make students compete.
Short feedback times.


Policy guidelines for
advanced learners
Signature
Date

Cont...

Advanced learners are **motivated** to strive for **higher goals**. They are provided with additional inputs for better career planning and growth through offering special coaching for higher level competitive examinations

Motivating them to involve in research projects to inculcate **research orientation** and **higher studies** aspirations

Helping them to participate in **group discussions**, technical quizzes to develop **analytical** and **problem-solving** abilities in them and thereby, to **improve their presentation skills** Encouraging them to participate in National International Conferences and also to make presentations

Cont...

They are given **special prizes** and special facilities like special scholarships for making their ideas become visible.

Startups are offered the advanced learners. Seed money can be offered to advanced learners to make their innovative proposals implemented.

The mentors give higher goals and also make the advanced learners get higher levels of **personality development** and **stress management trainings**.

Policy guidelines for slow learners
Signature
Date

Cont...

The slow learners are not labeled as poor achievers or problem students in the class or department so that their motivation and their interest are not negatively affected. This can also make them more stressed, and introvert in the class.

They should be treated as any other student in the class but they can be provided extra classes for improvement and achievement.

The Department and individual teachers help the slow learners by giving proper guidance and support to them.

Organize bridge classes and **remedial programmes** for them.

Conduct extra classes for the difficult subjects in the curriculum.

Cont...

The students are given with training on "**communication skills, personality development** , **time management** and **motivational sessions** ".

Bilingual explanation and discussions are imparted to the slow learners after the class hours for better understanding.

Provision of **simple and standard lecture notes/course materials** and special preparation for the exams will be good

The **support** of the **alumni** is also effectively used to motivation and mentoring to the slow learners

Remedial Classes

- Separate classes are conducted for slow learners and fast learner students are also welcome in this class.
- Additionally help to students for difficult topic.
- Easy class test are conducted to motivate the slow learner.
- Some topics are explained with practical or with basic concepts so that it make easy to understand.
- Teacher give hint related to topic to remember.

Personalized Counselling

Personal Counselling as and when the advanced learner students turn up for the guidance

Academic and personal counseling are given to the slow learners by the tutor, mentor and the counseling cell.

Regular counselling sessions by class coordinators and student counsellor.

Suggestions?
Thank You

Encl no. 5

Feedback of the Workshop

How satisfied were you with the workshop?	How relevant and helpful do you think it was for you?	The amount of information was appropriate for time allowed	Was Pre-workshop information provided to you helpful?	What did you like best about this workshop?	What did you like least about this workshop?	How satisfied were you with the workshop?[Visuals]	How satisfied were you with the workshop?[Acoustics]	How satisfied were you with the workshop?[Meeting Space]	Any overall feedback for the workshop?
5	5	4	5	Best of this workshop was: know about "how to analyse slow and fast learner in class".	No least point of this workshop. Everything explained well and proper manner.	5	5	5	Overall workshop is excellent..
5	5	5	5	Discussion on open platform and Opinions taken from all the participants	-	5	5	5	More discussion requires and sum-up with the solution
5	5	5	5	Peers Discussion on relevant matter	NA	5	5	5	The overall session was good , collaborative and meaningful
4	4	4	5	Participants were highly motivated to give their openion.	Nothing	5	5	5	Excellent and much interactive workshop.
5	5	5	5	-	-	5	5	5	-
5	5	5	5	The most attractive thing was discussion among the coordinator and participants	No	5	5	5	The workshop was very useful and interactive

5	5	5	4	Solutions presented to deal with slow and advanced learners	NA	5	5	3	The solutions proposed should also be implemented with consent from the higher authorities.
5	4	5	5	Discussion on Slow Learner Improvement	All the things are good	5	4	5	Very Good
3	3	4	3	Active participation of each member	NA	4	4	5	Content delivery of Dr. Sanjiv Sharma is very appreciable.
4	3	3	4	open & interactive	static for something	4	4	4	Average to Good
5	5	5	4	Interactive	NA	4	4	4	Nice

Encl no. 6

In-House Workshop
On
Addressing the special needs of slow and advanced learners through teaching-learning
Co-ordinated by:
Dr. Sanjiv Sharma, Dr. Saumil Maheshwari, Dr. Tej Singh and Ms. Namrata Agarwal
Department of Information Technology

Encl no. 7 & 8

Status of additional classes conducted for slow and medium learner

1. Average 35 additional classes per semester conducted for slow learner and medium learner students in the form of remedial classes
2. Weekly one or two classes conducted of each subject for the slow learner and medium learner students.
3. Personal counselling session also conducted during remedial classes.

Additional Measures Proposed

1. Minor project marks evolution
2. Rubrics of the labs
3. Oral assessment during classes
4. Solutions of creative problems during class
5. Conduction of events for evaluating skills of students.
6. Promptness for answering the questions during classes.

(Dr Sanjiv Sharma)
Assistant Professor

(Dr. Akhilesh Tiwari)
Professor & Head

Ref. No. MAC/……. Date: 15.02.2022

Department of Engineering Mathematics & Computing

Report of In-House Workshop

As per the Ref. MP/2021/002 dated 18/01/2022, the following activity is conducted in the department among all departmental faculties

Title of the Activity : In-House Workshop on "**Addressing the special needs of slow and advanced learners through teaching –learning**"

Date and Time : 02/02/2022, 04:00 PM – 05:30 PM

Venue of Workshop : Computer Lab, MAC Department

Objective:

1. To discuss about the lecture plan and interactive sessions for slow and fast learners
2. To enhance the teaching and learning skill for students and faculties.
3. To know the problems/difficulties of slow learner in understanding the subject/activities
4. To know how to maintain scientific integrity
5. To motivate slow or medium learner to attend remedial/additional classes.

Snaps/Screen Shot: (enclosed)

PTO…

Outcomes of Workshop:

The following outcomes were taken up from the workshop

- Decided to motivate slow/medium learner students to attend remedial/additional classes.
- Every faculty have attended students calls as per the need
- A meeting to organize before Mid Term and End Term examination

  between faculties andstudents
- Faculties decided to take feedback from slow or medium learner and/or from their parents
- Discussed to share more material for study purpose

Dr. V. P. Shinde
(Prof. and Head)

MADHAV INSTITUTE OF TECHNOLOGY & SCIENCE, GWALIOR
(A Govt. Aided UGC Autonomous & NAAC Accredited Institute Affiliated to RGPV, Bhopal & Jiwaji University, Gwalior)

Department of Management
Workshop- Slow and Advanced Learners
Report

Date: 11/02/2022

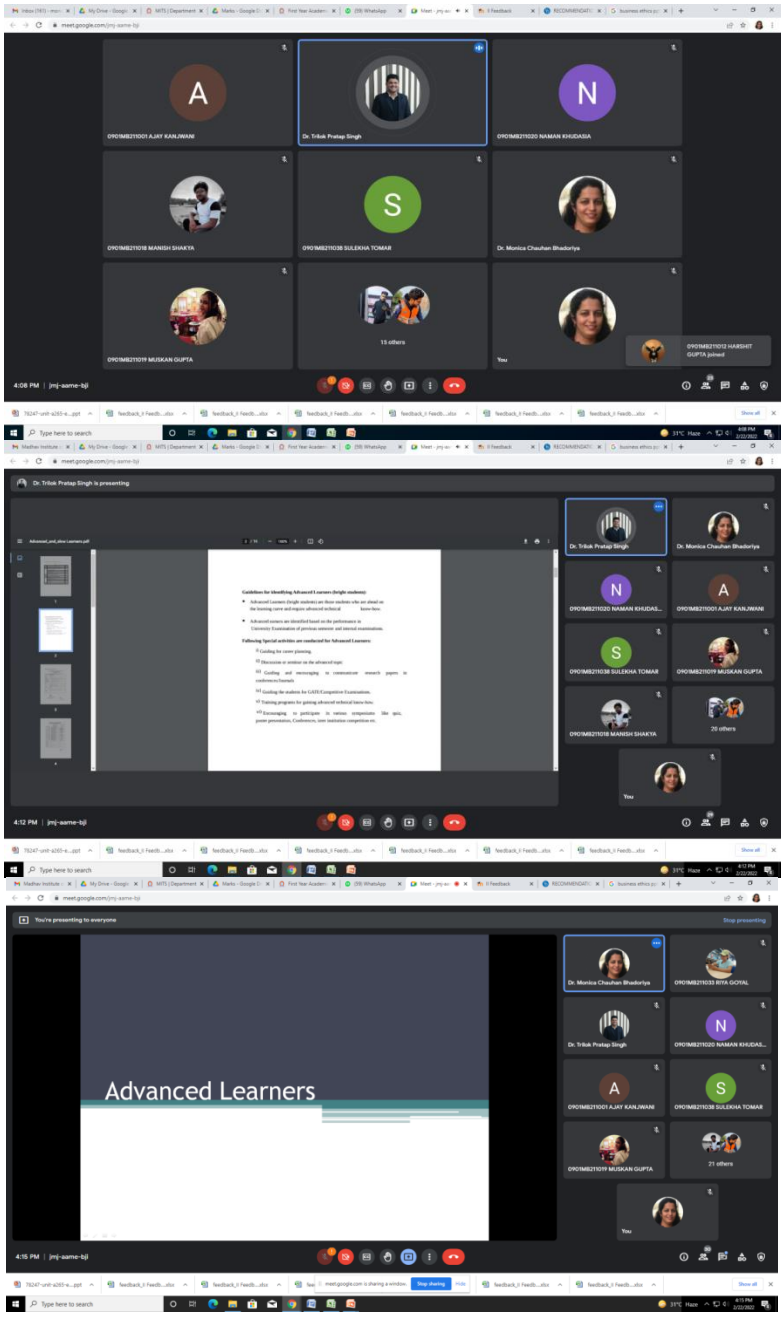
A workshop on **Slow & Advanced Learners** of MBA I year t was conducted on 11th February 2022 from 4 p.m. to 5 p.m. The objectives of the session were:

- To give a brief about the learning levels..
- To make the students aware about the strategies being adopted for various learners
- To prepare the students for getting involved in various activities

30 out of 45 students along with 3 faculty members attended the session.
The session was coordinated by the Department Coordinator Dr. Trilok Pratap Singh. He explained in detail about the various learning levels of students emphasizing that no discrimination is made among the students on the basis of learning levels. He also enlightened the students about various activities which are planned for the slow learners like remedial classes, additional classes, focused attention, how to escalate, etc. The workshop was further carried forward by Dr. Monica C. Bhadoriya by discussing about the advanced learners and how they can excel making use of their talent and skills and also help others. She explained about various activities in which the students can indulge for the same.
Following points were discussed:

- Levels of the learners
- Assessment of students' learning levels
- Special programs and activities for slow and advanced learners
- Mentor and Mentee meetings
- Remedial classes
- Participation in academic activities
- Participation in extra-curricular activities
- Participation in National/International Competitions/conferences
- Research activities
- Creativity & Innovation

Dr. Trilok Pratap Singh	Dr.Monica Chauhan Bhadoriya	Dr. Namrata Gupta
Coordinator	Class Coordinator (MBA I year)	Faculty Member
Department of Management	Department of Management	Department of Management
MITS, Gwalior	MITS, Gwalior	MITS, Gwalior



Compiled by: Dean Academics Office
Date: 22.02.2022

(Dr. Manjaree Pandit)
Dean Academics